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LEADERSHIP TRAINING INSTITUTE FOR PREPARING TEACHERS FOR SCHOOL STAFF DESEGREGATION. FINAL REPORT.

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A SUMMER TRAINING INSTITUTE WHICH WAS CONDUCTED TO FACILITATE SCHOOL AND FACULTY DESEGREGATION IN THE FLORIDA PUBLIC SCHOOLS IS DESCRIBED IN THIS REPORT. IT WAS INTENDED THAT THE 47 NEGRO AND 33 WHITE TEACHERS WHO PARTICIPATED IN THE PROGRAM WOULD DEMONSTRATE A STRENGTHENED SELF-CONCEPT AND INCREASED TEACHING ABILITY IN INTERRACIAL CLASSROOMS. IT WAS ALSO HOPED THAT THE PARTICIPANTS WOULD GAIN AN INCREASED KNOWLEDGE OF THEIR SUBJECT MATTER FIELD. SMALL GROUP SEMINARS, SUPERVISED STUDENT TEACHING IN A DESEGREGATED SUMMER SCHOOL CLASSROOM, AND TWO ACADEMIC COURSES ON THE PROBLEMS OF TEACHING IN A MULTICULTURAL ENVIRONMENT WERE THE BASIC COMPONENTS OF THE PROGRAM. IT WAS GENERALLY FELT THAT THE PARTICIPANTS UNDERWENT POSITIVE CHANGES IN RACIAL ATTITUDES AND THAT THEIR TEACHING METHODS AND SELF-CONCEPT IN A DESEGREGATED CLASSROOM WERE CHANGED. FOLLOWING THE PROGRAM 74 OF THE 80 PARTICIPANTS TAUGHT IN DESEGREGATED SCHOOLS. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Final Report

of

# LEADERSHIP TRAINING INSTITUTE FOR PREPARING TEACHERS FOR SCHOOL STAFF DESEGREGATION

Contract Number HEW 4-7-000258-3464
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ABSTRACT

I. Title:: Leadership Training Institute in Advanced University Study for Teachers of Newly Desegregated Schools.

II. Rationale: Elimination of de jure and de facto segregated school makes the problem of school staff desegregation a problem needing careful consideration. The Training Institute herein reported was designed to encourage and expedite staff desegregation in the school districts of the twenty-three counties of South Florida.

III. Objectives: To assist each of the eighty participants to improve as a teacher of multi-cultural children by working toward:

A. A strengthened self concept resulting in ability to enter a desegregated classroom with confidence and make a realistic self appraisal of his own personality dynamics.

B. An ability to assist students, colleagues and others to an understanding and acceptance of social changes.

C. An increased knowledge of his subject matter field.

D. A demonstrated ability to teach in a desegregated classroom.

E. An improved understanding of the philosophy and theory underlying the measurement of human attributes.

IV. Procedures: Participants were selected on the basis of overall potential to be effective teachers in desegregated classrooms and to serve as resource persons in their schools and communities. The program ran throughout the first University of Miami summer school session, 1967, and consisted of three phases of instruction. The first phase was a course called "Problems in a Multi-cultural Environment." A second course entitled "Teaching in a Multi-cultural Classroom" also was taught and included daily, supervised teaching in a desegregated classroom in the regular summer school program of Dade County Public School System. Both courses were designed to meet the specific needs of the participants and their teaching assignments for the school term following the institute. The third phase of the program consisted of small-groups seminars with staff members who were trained in group dynamics serving as group leaders.

V. Participants: To help attain the goals of the institute, participants were deliberately selected on a bi-racial (Negro-white) basis to insure, whenever possible, a bi-racial group of trained teachers to serve as resource persons upon their return to their school districts. Seventeen county school districts were represented by forty-seven Negro and thirty-three white classroom teachers.

VI. Time Schedule: The planning program began May 1, 1967 and continued to the beginning of the actual training program on June 12, 1967. The training program concluded on July 21, 1967. A one-day, follow-up evaluation session was held on December 16, 1967.

VII. Results and Conclusions:

The following major conclusions were observed by staff and participants:

A. Essential that teachers going into desegregated classrooms have an opportunity to participate in similar institutes.

B. Exposure and confrontations in different cultural environments are necessary and needed to improve attitudes about people.

C. Teachers need to know and truly understand ways to teach children with different backgrounds and experiences.

D. Superintendents and principals need to understand how participants can be fully utilized as resource persons. Administrators must have the opportunity to attend an institute similar to the one for classroom teachers.

E. Although a little to early to make a definite evaluation, a positive effect occurred insofar as relationship with students was concerned.

F. Teacher perception as a competent teacher was greatly enhanced.

G. Social activities were vital in developing rapport and opening doors to understanding between participants.

H. Daily schedule of teaching in desegregated classroom for a half day probably not as effective as teaching an entire day every other day. Closer involvement and planning with students, as well as improved logistics, will result from all-day teaching experiences.

I. Seminars played a vital role in making significant changes in attitudes and perceptions.

## PROGRAM SUMMARY

The Leadership Training Institute conducted on the University of Miami, Florida campus during the first summer session of 1967 was successful in providing:

I. A vehicle wherein classroom teachers, experienced in racially segregated schools of South Florida, had the opportunity to work, live, study and socialize across racial lines and on a level of mutual trust or mis-trust as the case may have been for individuals. Living together in dormitories, sharing meals and being subjected to an intensive program developed frustrations and confrontations so that roles were dropped and true feelings began to emerge.

II. The opportunity for participants, especially from small rural school districts, to work with professional personnel recognized nationally for their expertize in teaching and working with children of various cultural backgrounds.

III. Individual school systems with trained personnel to assist in solving problems incident to school desegregation. Utilization of these resource persons may not be to the fullest extent due to the need for local school administrators to have a more in-depth awareness of problems related to school desegregation. An institute for administrators wherein genuine confrontations develop would greatly enhance the utilization of the trained resource persons.

IV. Improved self concepts of participants as capable, competent teachers.

Over eighty per cent of the participants in the training program returned to Miami for a one-day (December 16) program evaluation after teaching half a year in desegregated classrooms in their individual school districts. All staff members were in attendance but Dr. Gordon Foster of the University of Miami served as evaluator. Here follows a summary of the participants evaluation:

I. The majority of teachers participating in the institute are teaching in desegregated schools situations this year. A tally shows only six are not teaching in desegregated classrooms.

II. The teachers whole-heartly agreed teachers going into a newly desegregated situation need to have the opportunity to participate in institutes such as this one, especially for changing attitudes and improving instructional skills, for exposure to different cultural environments from the ones they are used to, changing or modifying their attitudes and their sterotyped ideas about people, and to familiarize teachers with the ways to teach children with "dissimilar" backgrounds.

III. The participants had interesting comments concerning the reactions of fellow teachers as well as administrators. They felt the superintendent and principals must know more about what went on during the institute so that administrators could solicit teachers' aid on desegregation problems. Many participants suggested the idea of this type of institute being conducted for administrators as well as for classroom teachers.

IV. The participants saw a very positive effect in their relationships with students following the institute.

V. The group seemed to be unanimous in feeling that participation in the institute increased their perceived competency as a teacher. Participation apparently increased their knowledge and understanding of the child and his environment. Also, the institute presented educational techniques that could be used to implement a change in understanding of the culturally different youngster.

VI. Many teachers felt their attitudes in relating to other people had changed. Some felt they have been more open to others and their ideas but have not modified their personal attitudes to a great extent.

VII. One group felt that the most important aspect of the institute was the academic presentations that brought feelings to the surface concerning human relations. Another group felt much of what was gained in the institute was really gained through the interaction of participants rather than from speakers and their presentations. Another group said "The presentations were a good start in opening our minds and focusing on problems."

VIII. Most participants felt their self confidence in interacting with members of a different race was greatly enhanced and seemed to feel much more comfortable with themselves and with others.

IX. Difficulty was encountered in tabulating a priority list of things which personally benefited individual participants during the institute since there were so many different views. Generally, the one benefit receiving the least votes was the field experience. Those receiving the most votes were the programs, presentations, and seminars. Seminars consistently ranked second.

X. Listed below are some of the suggestions for the future which the participants mentioned:

A. Participants must be given opportunity to help set up similar in-service institutes within their individual counties and schools.

B. Buzz sessions held after each presentation to the large group would be desirable.

C. Participants given more opportunity to help structure the institute at the outset.

D. Each speaker expected to submit a copy of his plans before his presentation or provide the members of the institute with copies of his presentation at the conclusion of his speech.

E. Money included in stipends to allow participants to travel within the county if there are to be field experiences.

F. Schedule made flexible enough to allow for individual and group exploration of campus, library,

selected school programs in Dade County, and innovative education programs.

G. The number of participants in the institute limited to 30 or 40. This would promote good group interreaction and participation. There were just too many participants for one institute.

H. Different organizations and schedule used in regard to field experiences. Less frequent all-day teaching sessions provided in lieu of half-day sessions every day.

I. More actual teaching demonstrations included and presented with children in front of the group.

J. A broader or more encompassing point of view presented by having more extremes represented as well as qualified people making presentations.

XI. The majority of participants felt social activities were very meaningful and stated there were not enough of them. Although activities were considered superb, some participants were limited because of varied living conditions and problems of commuting.

## CONCLUSION

In conclusion, the participants strongly felt personal changes occurred in attitudes toward racial matters. They also felt there were professional changes in their teaching methods as well as the content of their instruction, as related to the desegregated classroom.

The main thrust of the institute dealt with changing behavior. Appears almost all of the participants felt there was a change in their attitudes and feelings concerning racial problems as well as developing empathy for the unfortunates who have fallen through the cracks of our society.